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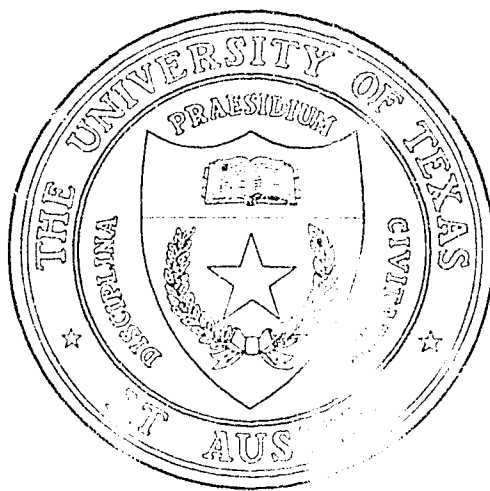
ABSTRACT
        Presented are three scripts on training, orientation,
and role of a model preschool staff, on building interpersonal
competence in a preschool child, and on a model of staff training,
orientation, and role in a university setting. The first script
contains commentary for 80 slides on staff training for a model
preschool mental retardation research and training center.
Representative slides concern physical facilities, a field program
operated in conjunction with a Head Start program, staff training
process, instructional materials used, observation of children and
recording of data, and program evaluation. The film script on
building social skills in the preschool child focuses on three
purposes of the pilot classroom for mentally handicapped children: to
modify behaviors of those children who demonstrate behavior problems
or learning disabilities, to provide a laboratory for training
teachers who work with mentally handicapped child~   ~ .o provide
a laboratory setting in which the relationship be   . ...ild's
social behavior and his environmental influences can be studied. The
third script on a staff training model in a university setting
provides a brief description of the functions, multidisciplinary,
administrative, instructional, staff training, and evaluation systems
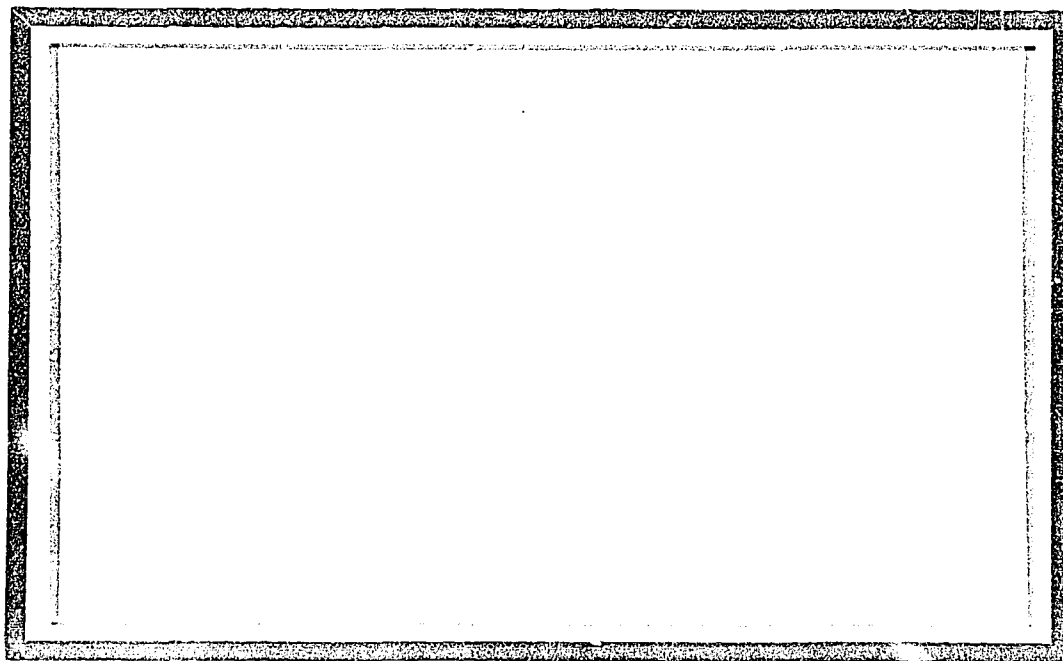in the overall working model with mentally handicapped children.
(CB)

EARLY CHILDHOOD EDUCATION
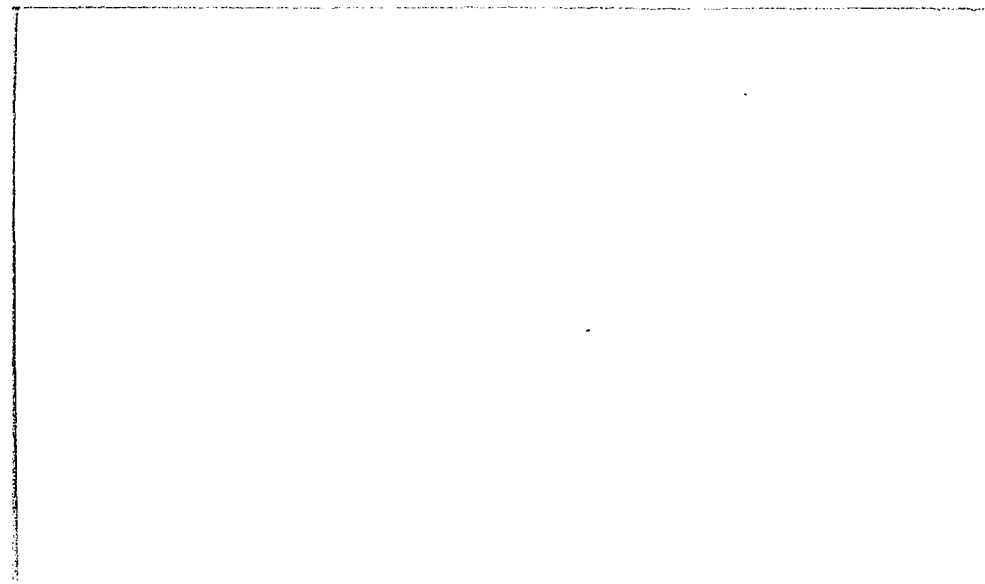# FOR
HANDICAPPED CHILDREN

THE DEPARTMENT OF SPECIAL EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

STAFF TRAINING

A PROTOTYPE

A PUBLICATION OF:
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THE UNIVERSITY OF TEXAS AT AUSTIN

Program for Staff Training of Exemplary Early Childhood Centers

for Handicapped Children

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P R E S E N T S

THE STAFF TRAINING PROTOTYPE SERIES

STAFF TRAINING IN A
UNIVERSITY SETTING
*(With Emphasis on
Behavior Modification)*
by
Alice H. Hayden
Vol. II   No. 3

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University of Washington

A STAFF TRAINING MODEL IN A UNIVERSITY SETTING

(with Emphasis on Behavior Modification)

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Presentation by Dr. Alice H. Hayden
at Westward Look Staff Training Conference
Tucson, Arizona

January, 1971

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ABSTRACT

What should be the characteristics in a working staff training model? The following characteristics have been deemed essential in the development of the working staff training model at the Experimental Education Unit.

1. Compatibility: The training model or program should be compatible with other programs (research and service) and with all systems contributing to the attainment of the goals for improvement of instruction and performance.

2. Transportability: The model should be transportable to other settings.

3. Generalizability: The model should be applicable to a wide range of populations.

4. Modifiability: The model should be flexible enough to permit the modification or improvement of any of the components or systems within it when evidence from the evaluation system indicates that modifications should be made.

5. Accountability: The staff training model should be effective and efficient in attaining the training goals.

The following systems designed to attain specific goals are reflected in the Experimental Education Unit's staff training model:

1. The functions system (professional training, research, and service)

2. The multidisciplinary system

3. The administrative system

4. The instructional system for pupils

5. The functional training system for professionals and paraprofessionals

6. The evaluation system for measuring project objectives and progress of pupils and trainees.

A STAFF TRAINING MODEL IN A UNIVERSITY SETTING
(with Emphasis on Behavior Modification)

Introduction

It is indeed a formidable task to present in one hour an adequate description of staff training in a multidisciplinary research and training center which focuses on mission-oriented interdisciplinary professional training, research, and exemplary service programs both within the University and in a variety of field settings. We are therefore making materials available in a variety of forms: a slide-tape set and script on <u>Staff Training in the Model Preschool Center for Handicapped Children</u> at the Experimental Education Unit; a 16 mm. motion picture film and script on <u>Building Social Skills in a Pre-school Child</u> which depicts the applications of training procedures in a field setting--a demonstration Head Start classroom in Seattle's Central Area. This film will not be shown this morning because of time limitations, but it demonstrates both the portability of the model to a rather typical field setting and ways in which data may be taken with paper and pencil to be used as the basis for decision making in modifying social behaviors which interfere with learning. The third part of "packet" of materials consists of a series of transparencies and a description of the various "systems" or aspects of the staff training model developed at the Unit.

It is a particular pleasure to see Dr. Samuel Kirk in this audience because he was one of our first consultants some ten years ago when we were struggling to implement the conceptualization of a multidisciplinary research and training center on our campus. At the

time he first visited our program we were in our fourth "temporary"
facility. It consisted of two very old remodelled houses in an off-
campus location. Our funding for the first five years of the Pilot
School for Neurologically Impaired Children (the predecessor to the
Experimental Education Unit) consisted of $50,000 per year contri-
buted by a private donor who believed that we had the potential for
developing programs and services for handicapped children that could
serve as models transportable to different types of settings. After
that time we moved to one other "temporary" facility, and finally
to the Unit we now occupy in the Center.

The procedures we employ at the Unit are constantly being re-
searched, evaluated, and refined to improve their effectiveness and
efficiency. Educational technology is of great assistance to us in
this program which applies a strategy of performance measurement as
a basis for improving classroom instruction for the children served
in the Unit and in cooperative field programs; and for improving the
professional training of an ever-increasing number of trainees from
many disciplines. Training is provided at the pre-service, graduate
and post-doctoral levels as well as for professional personnel in
service. In-service education may be provided in many different
types of settings and for varying periods of time depending upon
specific needs and requests from school districts, institutions,
community agencies, and organizations in the Northwest.

With these brief remarks by way of introduction, let us now
turn to the slide-tape set.

Slide Presentation at
Tucson, Arizona

	SLIDE	NARRATION
1	Title: Experimental Education Unit	(NO AUDIO--USE AS FOCUS AND SETUP SLIDE)
	Title: Staff Training in the Model Preschool Center	STAFF TRAINING IN THE MODEL PRESCHOOL CENTER--A SLIDE PRESENTATION OF THE EXPERIMENTAL EDUCATION UNIT OF THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER AT THE UNIVERSITY OF WASHINGTON IN SEATTLE.
2	Title: CDMRC	THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER EVOLVED FROM MANY YEARS OF PLANNING AND IS THE LARGEST AND MOST COMPREHENSIVE MENTAL RETARDATION RESEARCH AND TRAINING CENTER IN THE UNITED STATES.
3	Overall shot of entire complex	FACULTY MEMBERS FROM SEVERAL MAJOR DISCIPLINES AT THE UNIVERSITY OF WASHINGTON EARLY RECOGNIZED THE NEED FOR BRINGING THE STAFF SERVING HANDICAPPED CHILDREN TOGETHER IN A COMMON FACILITY AT THE UNIVERSITY. THE UNIVERSITY HAD A NUMBER OF CLINICS AND OTHER SERVICES FROM WHICH PARENTS OF HANDICAPPED CHILDREN SOUGHT ASSISTANCE. PARENTS AND OTHER COMMUNITY LEADERS WERE AS INTERESTED AS PROFESSIONAL PERSONNEL IN BRINGING RESOURCES TOGETHER SO THAT PROFESSIONALS COULD WORK MORE ADVANTAGEOUSLY IN BEHALF OF HANDICAPPED CHILDREN.

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	SLIDE	NARRATION
4		IN 1958, THE GOVERNOR'S INTER-AGENCY COMMITTEE ON MENTAL RETARDATION WAS ASKED TO REVIEW THE STATE PROGRAMS FOR HANDICAPPED CHILDREN AND TO MAKE RECOMMENDATIONS FOR IMPROVEMENT. IN 1960, THE COMMITTEE WAS GREATLY ENLARGED THROUGH THE ADDITION OF A NUMBER OF PROFESSIONAL AND LAY PEOPLE EXPERIENCED IN WORKING WITH HANDICAPPED CHILDREN. THE COMMITTEE, IN IT'S REPORT, EVERYBODY'S CHILD, RECOMMENDED THE ESTABLISHMENT OF A MULTI-DISCIPLINARY CENTER AT THE UNIVERSITY OF WASHINGTON. A STATE COMMITTEE OF OVER TWO HUNDRED CITIZENS WAS FORMED TO HELP IMPLEMENT THIS RECOMMENDATION. THE CENTER ITSELF WAS AUTHORIZED IN 1963 BY AN ACT OF THE STATE LEGISLATURE. A PERIOD OF MORE THAN TEN YEARS WAS REQUIRED FOR PLANNING, FUNDING, AND CONSTRUCTING THE CENTER WHICH IS MADE UP OF FOUR UNITS:
5	Medical Research	THE MEDICAL RESEARCH UNIT WHICH HOUSES THE DEVELOPMENTAL BIOLOGY, NEUROLOGICAL SCIENCES, AND THE PERINATAL BIOLOGY PROGRAMS.
6	Clinical Training Unit	THE CLINICAL TRAINING UNIT IS A MULTIDISCIPLINARY FACILITY DESIGNED TO PROVIDE COMPREHENSIVE EVALUATION AND DIAGNOSTIC SERVICES FOR CHILDREN WITH DEVELOPMENTAL DISORDERS. THIS UNIT REVIEWS RECORDS OR WORKS UP DIAGNOSTIC INFORMATION ON ALL CHILDREN

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STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

SLIDE	NARRATION
6	ADMITTED TO THE PROGRAMS CONDUCTED AT THE EXPERIMENTAL EDUCATION UNIT.
7 Behavioral Research Unit	THE BEHAVIORAL RESEARCH UNIT WHICH COORDINATES THE COMMUNICATION, PSYCHIATRY, AND PSYCHOLOGY RESEARCH PROGRAMS.
8 Title: Experimental Education Unit	THE EXPERIMENTAL EDUCATION UNIT UNDER THE DIRECTION OF
9 Title: Norris G. Haring Alice H. Hayden	NORRIS G. HARING AND ASSOCIATE DIRECTOR ALICE H. HAYDEN IS THE HEART OF THE MODEL PRESCHOOL CENTER.
10 EEU Building	THE NEW EXPERIMENTAL EDUCATION UNIT FACILITY WAS COMPLETED AND OCCUPIED IN MARCH, 1969 AND HOUSES THE EEU PROFESSIONAL TRAINING, RESEARCH AND SERVICE STAFFS AS WELL AS SUPPORTING SERVICES. THERE ARE FIFTEEN TEACHING STATIONS WHICH SERVE HANDICAPPED CHILDREN BETWEEN THE AGES OF TWO AND TWENTY-ONE.
11 Reception Area	THE ATTRACTIVE RECEPTION AREA IS THE PRINCIPAL POINT OF ENTRANCE FOR PUPILS, PARENTS, STAFF MEMBERS AND VISITORS. OVER 10,000 VISITORS HAVE COME TO THE UNIT SINCE THE NEW FACILITY WAS FIRST OPENED. CHILDREN ARE BROUGHT TO THE EXPERIMENTAL EDUCATION UNIT BY SCHOOL BUSSES AND PRIVATE TRANSPORTATION.
12 Title: (List of Project Personnel)	THE UNIT PROVIDES A MULTIDISCIPLINARY SETTING FOR

	SLIDE	NARRATION
12		TRAINING STAFF AND TRAINEES IN THE MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN.
13	Title: Facilities for Training	THE FACILITIES FOR TRAINING INCLUDE------------
14	Instructional Center	THE INSTRUCTIONAL CENTER WHICH IS HEAVILY SCHEDULED FOR PARENT-TEACHER MEETINGS, WORKSHOPS, CONFERENCES, ORIENTATION SESSIONS, SEMINARS AND TRAINING SESSIONS. IT IS WELL EQUIPPED FOR VISUAL AND AUDITORY PRESENTATIONS OF ALL TYPES. THE INSTRUCTIONAL CENTER SEATS 100 PEOPLE, BUT ADDITIONAL SEATING MAY BE MADE AVAILABLE SO THAT UP TO 120 PEOPLE CAN BE ACCOMMODATED.
15	Library	AVAILABLE TO THE WHOLE STAFF IS THE LIBRARY FACILITY WHICH CONTAINS CURRENT PERIODICAL LITERATURE AND MATERIALS PREPARED AT THE EXPERIMENTAL EDUCATION UNIT. SPECIALIZED PROFESSIONAL LIBRARIES IN THE CLINICAL TRAINING UNIT AND THE HEALTH SCIENCES' LIBRARY ARE ALSO OPEN TO STAFF MEMBERS AND TRAINEES. THESE LIBRARIES ARE EXCELLENT AND ARE BEING EXTENDED.
16	Communications Observation Booth	THE OBSERVATION BOOTHS WHICH ARE AN IMPORTANT PART OF EACH CLASSROOM UNIT ARE EXCELLENT FACILITIES FOR TRAINING NEW STAFF MEMBERS, TRAINEES, AND PARENTS.
17	Booth - Trainees	THIS PICTURE SHOWS TRAINEES FROM SPEECH PATHOLOGY AND AUDIOLOGY RECEIVING TRAINING IN ONE OF THE

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	SLIDE	NARRATION
17		OBSERVATION BOOTHS IN THE MODEL PRE___OOL COMMUNICATION PROGRAM.
18	Preschool Booth (10 Second Timer)	IN THIS PRESCHOOL OBSERVATION BOOTH, THE TRAINEE IS LEARNING TO RECORD DATA AT PARTICULAR TIME INTERVALS WITH A SPECIAL AUDIO TONE WHICH THE TRAINEE HEARS THROUGH AN EARPHONE. THIS INDICATES WHEN DATA SHOULD BE RECORDED FOR TIME SAMPLES. TWO DATA COLLECTORS MAY USE THE DEVICE SIMULTANEOUSLY TO CHECK RELIABILITY IN RECORDING.
19	Eileen Allen & Parents	THE OBSERVATION BOOTHS ARE ALSO USEFUL FOR PARENT INSTRUCTION WHICH IS AN ESSENTIAL PART OF THE MODEL PRESCHOOL PROGRAMS. HERE EILEEN ALLEN, PRESCHOOL COORDINATOR, WORKS WITH PARENTS SO THAT THEY MAY APPLY SOME OF THE SAME PROCEDURES USED IN THE PRESCHOOL PROGRAM IN THE HOME SETTING.
20	Title: Training Programs	THERE ARE THREE TYPES OF PROGRAMS WITHIN THE MODEL PRESCHOOL CENTER PROJECT. THE PRESCHOOL PROGRAM IS COORDINATED BY MRS. EILEEN ALLEN. THE COMMUNICATIONS PROGRAM IS COORDINATED BY MRS. JANE RIEKE AND THE FIELD PROGRAMS ARE COORDINATED BY MRS. VALENTINE DMITRIEV.
21	Head Teacher & Two Interns	HERE IS A HEAD PRESCHOOL TEACHER SHOWN WITH TWO INTERNS LOOKING AT DATA ON A PARTICULAR CHILD. TWO

	SLIDE	NARRATION
21		CLASSROOMS HOUSE FOUR GROUPS OF PRESCHOOL CHILDREN. ORDINARILY, THE YOUNGER CHILDREN ARE PLACED IN MORNING CLASSES AND OLDER PRESCHOOL AGE CHILDREN ARE SERVED IN AFTERNOON SESSIONS.
22	Down's Syndrome Child	THE NEWEST GROUP OF CHILDREN IN THIS PROGRAM ARE TWO-YEAR OLD DOWN'S SYNDROME CHILDREN WHO HAVE BEEN IN AN INFANT STIMULATION PROGRAM CONDUCTED AT THE CENTER
23	Hearing Impaired	IN THE COMMUNICATION PROGRAM, TWO CLASSROOMS SERVE FOUR GROUPS OF PRESCHOOL AGE CHILDREN WITH COMMUNICATION DISORDERS. THIS PROGRAM IS COORDINATED BY MRS. JANE RIEKE. ONE CLASSROOM IS FOR HEARING IMPAIRED CHILDREN. THE MORNING GROUP IS FOR YOUNG DEAF CHILDREN. 2 1/2 TO 4 YEARS OF AGE. THE AFTERNOON GROUP IS FOR OLDER HEARING IMPAIRED (RUBELLA) CHILDREN. THESE CHILDREN WHO WERE PREVIOUSLY TAUGHT BY THE AURAL-ORAL APPROACH WERE NOT PROGRESSING AS RAPIDLY AS WAS EX-PECTED, SO THE AURAL-ORAL APPROACH WAS COMBINED WITH THE SIGN ENGLISH LANGUAGE TO INCREASE THE CHILDREN'S PROFICIENCY IN THE ACQUISITION OF COMMUNICATION SKILLS.
24	Language Disorders	THE SECOND CLASSROOM IN THE COMMUNICATION PROGRAM IS FOR SERVICE TO CHILDREN WITH LANGUAGE DISORDERS WHICH ARE NOT ASSOCIATED WITH HEARING LOSSES. THE PRESCHOOL TEACHER AND A SPEECH THERAPIST WORK IN THE CLASSROOM AS A TEAM WITH THESE CHILDREN.

SLIDE	NARRATION
25	Title: Field Program	THE FIELD PROGRAMS FOR THE MODEL PRESCHOOL CENTER ARE COORDINATED BY MRS. VALENTINE DMITRIEV
26	Head Start	TWO OF THE FIELD PROGRAMS ARE LOCATED IN THE CENTRAL AREA AND ARE OPERATED IN COLLABORATION WITH THE SEATTLE PUBLIC SCHOOLS' HEAD START PROGRAM. ONE IS A CLASS FOR RETARDED PRESCHOOL AGE CHILDREN AND THE OTHER IS A SPECIAL MANAGEMENT CLASS FOR CHILDREN WHO HAVE SEVERE BEHAVIOR PROBLEMS. TRAINING FOR TEACHERS AND PARAPROFESSIONAL PERSONNEL IN THE PROGRAMS TAKES PLACE IN THE COMMUNITY CLASSROOMS AND IN SPECIAL TRAINING SESSIONS CONDUCTED AT THE EXPERIMENTAL EDUCATION UNIT.
27	Deaf Blind	ANOTHER FIELD PROGRAM IS OPERATED IN COLLABORATION WITH THE SEATTLE PUBLIC SCHOOLS AND THE NORTHWEST REGIONAL CENTER FOR DEAF-BLIND CHILDREN. THIS PROGRAM WAS BEGUN IN MARCH, 1970.
28	Down's Syndrome	MRS. DMITRIEV HAS ALSO BEEN ENGAGED IN WORKING WITH DOWN'S SYNDROME INFANTS AND THEIR MOTHERS.
29	Down's Syndrome (EEU)	SESSIONS WITH THESE GROUPS ARE HELD IN FACILITIES AT THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER.
30	Title: Staff Training Process	THE STAFF TRAINING PROCESS BEGINS WITH A CAREFUL SELECTION OF TRAINEES. ALL STAFF MEMBERS ARE EXPECTED TO ADVANCE THEIR PROFESSIONAL PREPARATION, AND SINCE MOST OF THE PROGRAMS WHICH WOULD PROVIDE FURTHER

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	SLIDE	NARRATION
30	Cont.	TRAINING IN SPECIAL EDUCATION ARE AT THE GRADUATE LEVEL, TRAINEES MUST BE ELIGIBLE FOR ADMISSION TO THE GRADUATE SCHOOL AND TO AN ADVANCED DEGREE PROGRAM IN SPECIAL EDUCATION.
31	Conference	AFTER IT HAS BEEN DETERMINED THAT A TRAINEE IS ADMISSIBLE TO THE GRADUATE SCHOOL AND TO AN ADVANCED DEGREE PROGRAM, DR. HARING, DR. HAYDEN AND THE EX-PERIMENTAL EDUCATION UNIT SCHOOL PRINCIPAL INTERVIEW THE PROSPECTIVE TRAINEES TO DETERMINE THEIR INDIVIDUAL GOALS AND OBJECTIVES AND TO CONSIDER WHAT PARTICULAR PLACEMENT OR ASSIGNMENT IN AN EXPERIMENTAL EDUCATION UNIT PROGRAM WOULD BE MOST APPROPRIATE FOR THE PARTICU-LAR TRAINEE.
32	Mexican Trainee	TRAINEES FROM OTHER PROGRAMS MAY ALSO BE ACCOMMODATED AT THE EXPERIMENTAL EDUCATION UNIT. A SPECIAL ARRANGE-MENT WITH THE DIVISION OF CONTINUING EDUCATION MAKES IT POSSIBLE FOR THESE STUDENTS TO REGISTER FOR CREDIT FOR PRACTICUM TRAINING IN THE UNIT. THIS SLIDE SHOWS A TRAINEE FROM MEXICO WHO WORKS WITH HANDICAPPED CHILDREN IN HER OWN COUNTRY.
33	Antioch Student	ANTIOCH COLLEGE HAS ARRANGED WITH THE EEU TO HAVE SELECTED STUDENTS PLACED AT THE UNIT FOR A SIX-MONTH PERIOD OF INTENSIVELY SUPERVISED PRACTICUM EXPERIENCE. THIS IS THE SECOND STUDENT FROM ANTIOCH WHO HAS COME TO THE UNIT ON THIS ARRANGEMENT.

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	SLIDE	NARRATION
34	Samoan Teachers	DURING THE SUMMER OF 1970, FOUR TEACHERS FROM THE EARLY CHILDHOOD EDUCATION PROGRAM IN AMERICAN SAMOA SPENT SIX WEEKS AT THE EXPERIMENTAL EDUCATION UNIT IN A SPECIAL TRAINING PROGRAM. THEY WERE A DELIGHTFUL AHD HARD-WORKING GROUP. THEY ARE SHOWN HERE WITH MRS. ALLEN IN ONE OF THE PRESCHOOL CLASSROOMS.
35	Conjoint Class	ANOTHER UNIQUE ASPECT OF THE TRAINING PROGRAM IS THE CONJOINT COURSE ON DIAGNOSIS AND MANAGEMENT OF THE YOUNG HANDICAPPED CHILD TAUGHT BY FACULTY REPRESENTATIVES FROM NINE DIFFERENT DISCIPLINES.
36	Preschool Outdoor Classrooms	THE FOCUS OF THE PRESCHOOL PROGRAM IS ON DEVELOPING AND EXTENDING MOTOR SKILLS, SOCIAL SKILLS, VERBAL SKILLS, AND PRE-ACADEMIC SKILLS. THUS, TEACHERS ARE TEACHING AT ALL TIMES, EVEN IN THE OUTDOOR CLASSROOM SITUATIONS WHERE SPECIFIC CONCENTRATION MAY BE ON DEVELOPING GROSS MOTOR SKILLS AND GOOD SOCIAL INTERACTIONS
37	Wheelchair Child	EVEN THE WHEELCHAIR CHILD NEED NOT BE DEPRIVED OF THESE EXPERIENCES.
38	Hammer & Nails	FINE MOTOR SKILLS ARE DEVELOPED THROUGH USE OF A VARIETY OF MANIPULATIVE TASKS;
39	Table Painting	AS WELL AS THROUGH THE MANY EXPERIENCES WITH CREATIVE MATERIALS THAT THE TEACHERS PROVIDE.

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	SLIDE	NARRATION
40	Preacademic	DURING THE PREACADEMIC PERIOD EACH CHILD IS GIVEN INDIVIDUALLY PROGRAMMED MATERIAL AND INDIVIDUAL DATA ARE KEPT, EVEN THOUGH THE CHILDREN ARE SITTING AT A TABLE AS A GROUP.
41	Individual Attention	THERE ARE TIMES, OF COURSE, WHEN A CHILD MAY NEED ALMOST INDIVIDUAL ATTENTION AND THIS, TOO, CAN BE ARRANGED IN A WELL-STRUCTURED PRESCHOOL PROGRAM.
42	Attribute Game	CONCEPT DEVELOPMENT IS AN INTEGRAL PART OF EACH DAY'S PROGRAM;
43	Flannel Board	AS ARE ACTIVITIES DESIGNED TO EXTEND LISTENING AND EXPRESSIVE LANGUAGE SKILLS.
44	Block Play	SHARING, TAKING TURNS AND COOPERATIVE INTERACTION ARE BASIC SOCIAL SKILLS THAT TEACHERS ARE CONSTANTLY REINFORCING AS THE CHILDREN ENGAGE IN A VARIETY OF SELF-INITIATED ACTIVITIES;
45	Head Start Lunch	THE LUNCH PROGRAM, FOR THE SPECIAL MANAGEMENT HEAD START CHILDREN, IS A PRIME TIME FOR HELPING CHILDREN LEARN TO ENJOY A VARIETY OF FOODS IN A COMFORTABLE SOCIAL SETTING.
46	Staff Training Preparation Room	FREQUENT STAFF TRAINING MEETINGS ARE HELD FOR SPECIAL PURPOSES OR FOR SHARING OF INFORMATION AND DATA SUCH AS THIS ONE WHICH WAS HELD IN THE TEACHERS' PREPARATION ROOM.
47	Staff Training	OTHER STAFF SESSIONS OR SMALL GROUP MEETINGS MAY BE HELD IN THE TEACHERS' LOUNGE OR IN THE CONFERENCE ROOM WHERE THIS PICTURE WAS TAKEN.

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	SLIDE	NARRATION
48	Observation Booth Teacher & Intern	INDIVIDUAL INSTRUCTION MAY TAKE PLACE IN ONE OF THE OBSERVATION BOOTHS.
49	Outdoor Classroom	OR IN ONE OF THE OUTDOOR CLASSROOMS WHICH IS AN INTEGRAL PART OF EVERY CLASSROOM UNIT.
50	Covered Play Area	ALSO INDIVIDUAL INSTRUCTION TAKES PLACE IN THE OUTDOOR COVERED PLAY AREA WHICH HAS BENCHES FOR OBSERVERS AND DATA TAKERS.
51	Classroom	COORDINATORS OR HEAD TEACHERS FREQUENTLY DEMONSTRATE INSTRUCTIONAL PROCEDURES FOR INTERNS AND TRAINEES ON SPECIAL PROJECTS
52	Classroom	MASTER TEACHERS ALSO DEMONSTRATE RESEARCH PROCEDURES AND TAKE DATA WITH TRAINEES TO CHECK RELIABILITY IN OBSERVATION AND RECORDING. THERE ARE MANY DIFFERENT WAYS OF RECORDING DATA.
53	Recording on Event Sheets	ONE OF THE WAYS IS TO TAKE DATA WITH PENCIL AND PAPER OR TO RECORD INFORMATION ON EVENT SHEETS WHICH HAVE BEEN DEVELOPED AT THE UNIT FOR RECORDING DATA OVER TIME. THE NUMBER OF CORRECT AND ERROR RESPONSES AND OTHER PERTINENT INFORMATION MAY BE RECORDED ON THESE SHEETS.
54	Teacher & Trainee	HERE A TEACHER SHOWS A TRAINEE HOW TO USE PAPER AND PENCIL TECHNIQUES FOR RECORDING DATA.
55	Timers	ORDINARY TIMERS SUCH AS THOSE SHOWN HERE SERVE MANY USEFUL PURPOSES FOR BOTH TEACHERS AND PUPILS AND AID IN RECORDING INFORMATION OVER TIME.

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SLIDE	NARRATION
56 Prompter & Teacher	A VALUABLE DEVICE FOR TRAINER AND TRAINEE IS THE PROMPTING SYSTEM. USING THIS OR SIMILAR EQUIPMENT, A MASTER TEACHER MAY PROMPT A TRAINEE FROM THE OBSERVATION BOOTH.
57 Trainee & Receiver	THE TRAINEE RECEIVES THE MESSAGE IN THE CLASSROOM THROUGH A WIRELESS RECEIVER AND EARPHONE. THE TRAINEE USUALLY KNOWS WHEN HELP IS NEEDED AND APPRECIATES THE IMMEDIATE ASSISTANCE AND GUIDANCE OF THE MASTER TEACHER. IT IS MUCH EASIER AND MORE EFFICIENT TO PREVENT ERRORS IN CLASSROOM MANAGEMENT AND INSTRUCTION THAN IT IS TO CORRECT THEM. ALSO, IN TRAINING, IMMEDIATE FEEDBACK TO THE TRAINEE HELPS STRENGTHEN THE CORRECT RESPONSE.
58 Remote TV Camera	ANOTHER VALUABLE AID IN TRAINING IS THE TELEVISION CAMERA WHICH CAN BE PLACED IN A FIXED POSITION IN THE CLASSROOM
59 TV Control	AND CONTROLLED FROM THE OBSERVATION BOOTH.
60 Teachers & TV Set	THE STAFF AND TRAINEES CAN THEN REVIEW THE CLASSROOM ACTIVITIES ON A MONITOR IN THE CLASSROOM AFTER THE CHILDREN HAVE LEFT THEIR SESSION.
61 Intern Teaching	THE INTERN OR TRAINEE CAN ALSO BE VIDEOTAPED IN THE CLASSROOM
62 Intern Watching Playback	AND SEE AN IMMEDIATE REPLAY TO CRITIQUE HER OWN PERFORMANCE.
63 Instructional Center	CLOSED CIRCUIT TELEVISION IS A VALUABLE ADJUNCT FOR USE WITH LARGE GROUPS IN THE INSTRUCTIONAL CENTER.

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SLIDE	NARRATION
64 Eileen Allen & TV Console	IN THIS PICTURE MRS. EILEEN ALLEN IS COMMENTING ON WHAT IS GOING ON IN THE CLASSROOM FROM THE OBSERVATION BOOTH SO THAT OBSERVERS OF CCTV WILL HAVE A CONCURRENT INTERPRETATION OF THE ACTIVITIES THEY ARE WATCHING. MRS. ALLEN WILL LATER JOIN THE GROUP IN THE INSTRUCTIONAL CENTER TO ANSWER ANY QUESTIONS OR TO GIVE FURTHER EXPLANATIONS.
65 Jane Rieke & "Telectern"	ANOTHER INTERESTING WAY OF TRAINING LARGE GROUPS IN THE INSTRUCTIONAL CENTER IS THROUGH THE USE OF DOUBLE MONITORS. HERE MRS. JANE RIEKE IS SHOWN AT THE "TELECTERN" WHERE SHE CAN SEE THE PICTURE COMING FROM THE CLASSROOM ON ONE OF THE MONITORS.
66 View from Audience	THE AUDIENCE CAN ALSO SEE THIS SAME PICTURE FROM THE CLASSROOM ON THE UPPER MONITOR. ON THE LOWER MONITOR THEY ARE VIEWING THE SPECIFIC DATA MRS. RIEKE IS RECORDING ABOUT THE CHILD BEING STUDIED.
67 Event Recorder	ANOTHER AID IN DATA TAKING IS THE EVENT RECORDER WHICH IS SHOWN HERE.
68 Teacher & Pushbuttons	THE RECORDER REMAINS IN THE OBSERVATION BOOTH AND THE TEACHER REMOTELY RECORDS THE DATA USING HAND-HELD PUSHBUTTONS IN THE CLASSROOM.
69 Speech Therapist & recorder	OF CONSIDERABLE USE IN THE SPEECH THERAPY ROOMS FOR RECORDING SPEECH IS THE TYPICAL MAGNETIC TAPE RECORDER.

SLIDE	NARRATION
70 Cassette Recorder Projector & Response Panel	PROGRAMMED INSTRUCTION FOR TRAINEES CAN BE PROVIDED WITH THIS EQUIPMENT. THE CASSETTE RECORDER CAN BE PROGRAMMED NOT ONLY TO CHANGE SLIDES, BUT TO STOP WHEN A RESPONSE IS REQUIRED. THE TRAINEE HAS A RE- SPONSE PANEL WITH FIVE RESPONSE CHOICES. BY PUSHING THE APPROPRIATE BUTTON, HE AUTOMATICALLY PUNCHES AN IBM CARD WHICH BECOMES A PERMANENT RECORD OF HIS RESPONSES. THIS DEVICE WILL GREATLY ASSIST IN IN- STRUCTION AND IN THE MODIFICATION OF PROGRAMMED INFORMATION.
71 Title: Evaluation	EVALUATION IS NEVER A SIMPLE PROCESS WHEN TRYING TO MEASURE PERFORMANCE OBJECTIVES OF CHILDREN AND TRAINEES. THE DATA COLLECTED THROUGH THE DIFFERENT RECORDING PROCEDURES DESCRIBED MUST BE ANALYZED TO DETERMINE IN- DIVIDUAL PROGRESS TOWARD SPECIFIC BEHAVIORAL OBJECTIVES.
72 Meeting for Analysis	THE INSTRUCTIONAL PROCEDURES IN THE MODEL PRESCHOOL CENTER INCLUDE AN ONGOING DATA COLLECTION AND ANALYSIS SYSTEM
73 Meeting for Analysis	WHICH IS USEFUL FOR MAKING TEACHING DECISIONS ON EVERY CHILD'S OR TRAINEE'S PROGRAM.
74 Meeting	ANALYSES OF GROUP DATA ON TRAINEES OR CHILDREN FOR WHOM THERE ARE COMMON BEHAVIORAL OBJECTIVES CAN POINT UP WEAKNESSES OR INEFFICIENCIES IN PROGRAMS WHICH CAN THEN BE CORRECTED.

STAFF TRAINING IN THE MODEL PRESCHOOL CENTER

	SLIDE	NARRATION
75	Child returned to Classroom	THE REAL TEST, OF COURSE, IS HOW THE CHILD WILL PERFORM IN A REGULAR OR SPECIAL CLASSROOM WHEN HE RETURNS TO A SCHOOL PLACEMENT IN HIS HOME COMMUNITY. THIS PICTURE OF A CHILD (NEXT TO THE TEACHER) WHO HAS BEEN RETURNED TO A CLASSROOM IN HIS COMMUNITY SHOWS THE CHILD CONTINUING TO FUNCTION ADEQUATELY IN HIS NEW PLACEMENT IN THE COMMUNITY SETTING.
76	Bonnie at EEU	BONNIE WAS A TRAINEE IN BOTH THE COMMUNICATION AND PRESCHOOL PROGRAMS.
77	Bonnie Teaching	HER APPEARANCE NOW SOMEWHAT CHANGED, SHE IS SHOWN AS SHE TRAINS HER OWN ASSISTANT IN A SPECIAL SCHOOL FOR HANDICAPPED CHILDREN WHERE SHE IS NOW TEACHING.
78	Experimental Education Unit	FEEDBACK FROM CHILDREN AND TRAINEES IS A VERY IMPORTANT PART OF THE MODEL PRESCHOOL PROGRAM AND IS USED CONSTANTLY FOR IMPROVING INSTRUCTION FOR CHILDREN AND IN THE TRAINING PROGRAM FOR STAFF AND TRAINEES, NOT ONLY IN THE EXPERIMENTAL EDUCATION UNIT
79	CDMR Center	BUT ALSO IN THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER AND IN OTHER TYPES OF SETTINGS AS WELL.
80	Title: Photography by Gary Finholt	

PACKET II

FILM AND FILM SCRIPT: BUILDING SOCIAL SKILLS IN A PRESCHOOL CHILD

Field Application of Staff Training Model

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BUILDING SOCIAL SKILLS IN THE PRESCHOOL CHILD

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Experimental Education Unit

Norris G. Haring, Director

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Film Script

by K. Eileen Allen

The Experimental Education Unit Demonstration Classroom is a joint enterprise of the Child Development and Mental Retardation Center at the University of Washington and the Seattle Public Schools' Head Start Program. The major purposes of this pilot classroom are threefold. First, to modify the behaviors of children who regular Head Start teachers, in consultation with the Head Start staff, have agreed are severe continuous management problems in their home classrooms, or children with various learning deficits who appear not to be profiting from the regular classroom experience. A second purpose of the demonstration preschool classroom is to provide a laboratory in which to train the teachers of these children to deal with them more effectively when they are returned to their classrooms; and to acquire the teaching skills that will enable them to gain earlier and better control of future management problems. And finally, the demonstration classroom provides a field laboratory setting in which to conduct a systematic and empirical study of the functional relationship between behavior and those environmental events which serve to increase, decrease or maintain a desirable level of socially appropriate

behaviors.

A maximum of 12 children are enrolled in this classroom with a regular Head Start teacher, a teacher's aide and an Experimental Education Unit staff member as classroom personnel. The latter person serves primarily as master teacher and supervisor of the practicum program in behavior modification procedures for the teachers of the enrolled children. As each child moves through the Experimental Education Unit program and is returned to his regular classroom, he is replaced by another child from the referral list awaiting the special services.

A common, almost universal, deficit among children who are considered management problems is a poorly developed repertoire of social skills. Therefore, a necessary first step in the modification procedure is to bring these children under the control of the social stimuli in their environment. This means, quite simply, helping each child learn to interact appropriately with adults and other children in free play situations; learn to take part in group activities and in teacher-directed situations; learn to initiate and carry out independent activities; and, finally, learn to assume responsibility for self-help and care of his own possessions.

The teaching of each of these skills or target behaviors is accomplished through careful step-by-step programming starting with "where each child is." The role of the teachers is crucial. First, they must provide a physical environment conducive to con-

structive social inte.aciton. This cannot be acnieved if the classroom is poorly arranged, disorderly or congested. Rather, play areas should be spacious but well defined so that children learn to respect limits; play materials should be attractively and neatly arranged to invite constructive play; self-help facilities should be within children's reach. The children should be required to rehabilitate play areas as they finish an activity in order to teach them task completion, responsible use of materia and concern for the next children who enter the area so that they too, are provided with an inviting and attractive atmosphere.

Teachers must also arrange a rhythm and flow to the day so that there are periods of quiet concentrated activities, opportunities for the child to freely initiate activities of his own choice, ample time for children to engage in a variety of large-motor activities. With this balance and with a knowledge of "what comes next" children can learn to be quiet and attentive under some conditions, spontaneous and free to interact with peers under other conditions.

Working always with children in small groups is another way that the preschool teacher fosters the acquisition of sound social skills. In this way, children do not have to wait too long for a turn; inactive waiting for small children is, of course, conducive to pushing, shoving and other forms of conflict. Further, the children can be responded to as individuals rather than as members of a regimented group to be kept in line; and the teacher can respond with the amount and kind of help appropriate to each

each child's level of skill development.

This latter point is a most important one, for innumerable studies indicate that adult attention--that is, adult social reinforcement--is a powerful determinant of what and how children learn. These studies indicate that those behaviors which adults (teachers and parents) attend to are those that have a high probability of increasing in strength, while those which adults fail to attend to decrease in strength. Therefore, the rules for promoting good social skills are simple: Give full, undivided adult attention to appropriate social behaviors and ignore the inappropriate behaviors.

Unfortunately, most adults do exactly the opposite. If two active children are playing well together, the teacher seldom goes near them; the moment a fight or other disruptive acts occur, there is instantaneous adult intervention. Thus, according to the reinforcement paradigm, fighting and disruptive play are reinforced and will therefore increase, while cooperative play is ignored and will therefore decrease or fail to be learned. Further, the lonely, isolate child usually receives a great deal of adult attention when he is apart from other children; thus, his isolate tendencies only increase. Far better for the teacher to watch for moments when this child is in proximity with or engaged in parallel play with another child. This is the moment to give adult attention in order to positively reinforce the child's first approximations to social interaction.

During group-time activities, also, it is the cut-ups and disrupters get the lion's share of teacher attention while those children who are attending quietly must wait and wait; in other words, the quiet ones are subtly punished for doing the appropriate thing: adult attention is withdrawn from them and given to the disrupters. The teacher, of course, should exactly reverse this situation in order to be effective. And the strategy is effective. It is amazing how soon a disruptive child runs down if he is completely and systematically deprived of an audience.

It is impossible to overemphasize the importance of adult attention for shaping desirable behaviors in the preschool child. Fortunately, it is one of the most available and natural commodities in the average preschool classroom. Thus, adult attention not only should but can be made contingent upon each child's appropriate behavior (or approximations to it). This means that careful observations must be made of each child. With these recorded observations, teachers are able to draw up guidelines for managing their own behavior (that is, presenting or withholding social reinforcement) contingent upon specified responses from the child.

Let us examine this type of contingency management by taking a detailed look at one of the children in the EEU Demonstration Classroom. Townsend was a four-and-one-half year old who managed to disrupt his classroom several times each day. He monopolized the doll corner, knocked children down, kicked over their play

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materials, refused to join group-time activities, dumped over chairs and tables, had several severe and prolonged tantrums each week, and ran off from the group at every opportunity. For all of these disruptive activities he received a great deal of adult attention as teachers attempted to keep him in line. In addition, because he had been such a management problem on the bus that the driver had refused to have him as a passenger in the interest of the other children's safety, Townsend had his own private chauffeur, his case worker, to drive him to and from school. Neither seat belts nor threats had contained Townsend, and, as the bus driver pointed out, in the lock of a stranglehold from behind, he might well have lost control of the bus.

During the first few days in the demonstration classroom, the initial observation records, or baseline data, confirmed in full measure the referring teachers' reports. Townsend indeed had an excessively high rate of disruptive behaviors, an excessively low rate of socially appropriate behaviors. But even a low rate provides something for the teacher to build on, provides him with at least some first approximations of socially appropriate behaviors toward which he can turn his attention.

After the baseline data were collected and Townsend adapted to the classroom, giving every evidence that he was as "at home" there with the new teachers as he had been in his home classroom with his former teachers, modification procedures were initiated. Teachers agreed to ignore any disruptive behaviors, but to give almost continuous attention to Townsend at all other times. If he refused to join the group-time activity, he was neither coaxed nor

fetched. Teachers simply carried on calmly, oblivious to the tables and chairs and housekeeping furniture being dumped over in the background. They found it necessary, of course, to increase the content and interest of their group-time presentations in order to hold the attention of the other children. But this simply provided a higher quality of adult social reinforcement for the children who were attending--and rightfully so. The master teacher often participated during these periods in order to demonstrate the necessary techniques and then slide out as the teacher in training picked up the cues. On the fifth day, when Townsend joined the group midway through the session, the teacher warmly but mater-of-factly included him in the discussion, sang a song about his striped shirt and made sure that he had one of the most interesting color discrimination sets to manipulate.

On the first two days when teacher attention was withdrawn contingent upon Townsend's disruptive acts, these disruptive acts reached a new high. This is fairly typical of many of the earlier modification studies. One might speculate that the child is testing the teachers' limits, trying to see if this new regimen is "for real"--pushing out the boundaries to see just how much it will take to break down the adults' stamina. Teachers must have fortitude to withstand the first few days, but the ultimate rewards are generous for both teacher and child.

Gradually the data on Townsend's classroom behavior indicated that disruptive acts were becoming fewer and fewer. Townsend

ceased to paint the walls, dump and smear his food on the floor, overturn furniture, run away, hurl himself on teachers or chil- dren or engage in the bellowing tantrums that had forced teachers to clear the room of all adults and children.

Most importantly, with the decrease in disruptive behaviors, teachers could spend a great deal more time with Townsend, rein- forcing him in the early stages of socially adaptive behaviors. In these early stages, Townsend engaged mostly in isolate play in the housekeeping corner. Here the teacher partook of the make- believe food Townsend "cooked," or wiped dishes for him, chatting companionably about the shared activity. Then the teacher slowly began to introduce one other child into the area, setting up paral- lel play situations and continuing to reinforce appropriate re- sponses on Townsend's part. When the data indicated that Town- send was responding well to the parallel play situations, the teacher slowly and carefully structured cooperative play ventures, keeping them of very short duration at first. On the few occa- sions when Townsend reverted to one of his disruptive acts, such as dumping the table over or squashing his play dough in another child's face, the teacher simply gathered up the victim without a word to Townsend and departed to engage the other child in an equally interesting activity with a more sociable companion. The same procedures were used in all areas.

In many cases, however, Townsend did not have the necessary skills to engage in the activity on a solo basis. This was par- ticularly true of play with blocks. Here teachers carefully

taught the rudiments of block-building: "You put one here and
I'll put one there. Where shall we put this one?" and so on.
As he gained skills with the blocks, teachers then began to in-
troduce to his situation another child or two, according to the
schedule in the preceding example. While all of this took a great
deal of teacher time, the data indicated that it represented no
greater time investment than that accorded to Townsend during the
early days when teacher-attention was contingent upon havoc and
disruption.

As play with materials and with other children began to gain
reinforcing properties of their own for Townsend through being
paired with the adult reinforcement, teachers began to decrease
gradually the amount of attention which they were giving to him.
This is an extremely sensitive part of the program, for if the
reinforcement schedule is made lean too rapidly, desirable be-
havior may be lost. On the other hand, if reinforcement is con-
tinuous over too long a period, the desired behaviors fail to be-
come self-maintaining. The only valid guidelines here are a
daily scrutiny and evaluation of the data before formulating, at
the end-of-the-day teachers' meeting, the guidance procedures
for the next day.

During his fourth week in the demonstration class, when Town-
send was beginning to make great strides in the acquisition of
social skills, the teachers decided to program his re-entry into
the world of bus riders. Again, a step-by-step program was

planned. To insure "errorless learning" (mandatory, the teachers
felt, in this particular situation), a teacher-turned-peanut-
dispenser rode the bus. Thus, when the bus driver buckled Town-
send into his seat belt, the teacher was on hand to hand him im-
mediately a couple of peanuts and to comment warmly, "Good, you
are sitting quietly, all buckled up snug in your seat belt." She
dispensed peanuts to all of the other children in the bus with
similar friendly comments and repeated this procedure every two
or three minutes during the fifteen minute ride. On the second
and third day she gave out peanuts only three times, but frequently
praised Townsend, as well as the other children, for their appro-
priate sitting behavior. On the fourth day she gave out no peanuts
during the ride, but told the children that because they all were
sitting so quietly in their seat belts all the way home, she would
give them peanuts when they got off. Again she praised them sev-
eral times during the ride. On the fifth day she did not ride the
bus, but met Townsend at his home bus stop. When the bus driver
lifted Townsend down, the teacher asked the driver whether Townsend
had stayed buckled up all the way home. When the bus driver said
that he had, the teacher patted Townsend affectionately, praised
him, and gave him a small sucker. The next day the procedure was
the same, except that the sucker was omitted. Thereafter, for
several weeks at infrequent intervals, a teacher met the bus at
Townsend's home and presented him with one of the toys that volun-
teers had gathered to give to Head Start children so that they
might have play materials in their homes.

Since it was during the second week, after only a few days
of successful homeward-bound bus riding, that Townsend was placed
in the bus for the ride to school without benefit of special pro-
cedures, the teachers were anxious that they might have moved too
fast in this phase. But Townsend accomplished this and successive
rides without incident. After this, it was a proud little boy
who got off the bus each morning, with a huge smile proclaiming
that he had ridden the bus all by himself, buckled up all the way,
now eager and willing to participate in the many social, verbal
and preacademic activities that were offered to the children each
day.

This, then, is the Experimental Education Unit Demonstration
Classroom--a classroom in which, for all children, inappropriate
behavior receives no adult attention, but where adult attention
is warmly and readily available to every child as he engages in
the many desirable responses that are possible within the care-
fully programmed preschool experience.

SOUND-O-MATIC

SOUND-O-MATIC I
PROGRAMMER-RECORDER

FEATURES

- Fully automatic, synchronized sound/slide presentation
- Compatible with most remote-control slide projectors
- Audio record function permits user to record his own audio material anywhere, anytime, and from any source, including phonograph records, reel-to-reel tape recordings, TV and radio broadcasts, and live performances
- Economical, rugged, lightweight, and compact
- Snap-in Philips-type cassette provides up to 60 minutes of high-quality monaural audio
- Cassette eliminates tape handling and threading
- Solid-state, transistorized circuitry for instant warm-up, long life, and cool operation
- Deluxe features include tone control, cassette ejector, external speaker jack, and auxiliary input jack

- A.L.C. circuit insures perfect voice recording level
- High-quality microphone with remote start/stop feature
- Battery or AC operation
- VU meter and battery/life indicator
- Optional 'response' feature
- Authorized for GSA Procurement

SPECIAL SOUND-O-MATIC I/III FEATURES

- Three-in-one unit combines complete record, playback, and programming functions
- Easy-to-use programming controls
- Erase control permits deleting any or all advance and pause signals to change programming without affecting recorded audio material
- Professional-type 3-digit tape counter

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SOUND-O-MATIC™ I Programmer-Recorder. In addition to complete tape programming, this unit records audio material, automatically or manually recording inaudible slide advance signals into the cassette, and erasing them at will.

SOUND-O-MATIC™ II Programmer-Recorder. Similar to the SOUND-O-MATIC™ I, this model is particularly equipped with a response feature used for teaching and testing applications. In addition to a keyboard, it is also equipped to record answers on a separate punched card.

SOUND-O-MATIC™ III Recorder (Playback Unit). This commercial unit is designed to play back pre-programmed cassettes. It retains, however, all the features of playing audio material and entry and erase, as well as of slide projector control.

SOUND-O-MATIC™ IV Recorder Unit. Similar to the SOUND-O-MATIC™ III, this model is also equipped with the 'response' feature.

VERSATILE DESIGN

Offering both convenience and economy, every SOUND-O-MATIC unit combines, in a single package, all the features of a high-quality, portable cassette tape recorder with the advantages of a professional slide projector programmer. Slide advance is automatically controlled by inaudible signals recorded in the cassette, and, as a result, sound and slides are always synchronized.

EASY CASSETTE PROGRAMMING

SOUND-O-MATIC I/II units also incorporate a cassette programming capability. This function comprises only three controls, all of which are mounted on a separate panel that eliminates confusion and prevents inadvertent changes in sound/slide synchronization (an additional control for programming 'response' pauses is included on the SOUND-O-MATIC III unit). All the user does to program each slide advance or 'response' pause is listen to the audio playback and momentarily press a button each time an advance — or pause — is required. Suitable erase controls permit deleting unwanted programming signals without affecting the audio material recorded in the cassette.

OPTIONAL 'RESPONSE' FEATURE

SOUND-O-MATIC III/IV units, while otherwise similar to SOUND-O-MATIC I and II models, are equipped with a 'response' feature that permits a programmed pause in the audio presentation to take place while a slide is being projected. The presentation is restarted by pushing a conveniently located push-button or by using a hand-held remote control switch that plugs into the unit. Both devices facilitate teaching by allowing the student or trainee sufficient time to answer questions displayed on the screen. SOUND-O-MATIC III/IV units can also be used with the Optional Responder, which records the answers on a punched card while recording the presentation (see box).

EASY OPERATION

SOUND-O-MATIC programmer-recorders and playback units distinguish themselves by their simplicity of operation. All record and playback controls are of the easy-to-operate keyboard type, while a foolproof safety interlock prevents the accidental erasure of pre-recorded material.

SPECIFICATIONS

Models: SOUND-O-MATIC™ I Programmer-Recorder
SOUND-O-MATIC™ II Recorder (Playback Unit)
SOUND-O-MATIC™ III Programmer-Recorder with 'response' feature
SOUND-O-MATIC™ IV Recorder with 'response' feature (Playback Unit)

Media: Standard Philips-type tape cassette

Tape Speed: 1⅞ IPS

Recording Time: 15, 30, 45, or 60 minutes

Projector Synchronization: Fully automatic slide/sound synchronization by inaudible 1000-Hz signal (SOUND-O-MATIC™ I) or 1000- and 150-Hz signals (SOUND-O-MATIC™ III)

Frequency Response: 75 to 10,000 Hz

Power Output: 1 watt

Signal to Noise Ratio: Greater than −45db

Wow & Flutter: Less than 0.3% RMS

Bias & Erase: AC Type

Fast Forward & Rewind Time: 80 Seconds

Size: 11½" x 7" x 3⅛"

Weight: 5 Pounds

Power Source: 117 Volts AC 50/60 Hz, or 9 volts DC (5 "C" Cells)

Compatibility: Remote-control Kodak Carousel projectors and most other remote-control slide projectors

NOTE: As an option, SOUND-O-MATIC™ III/IV units can also be made compatible with Kodak Ektagraphic MFS-8 motion picture/filmstrip projector

GSA FEDERAL SUPPLY SCHEDULE (SOUND-O-MATIC™ I):
FSC Group 58, Part III, Section B.
Contract No. GS-00S-82917.
Special Item No. 136-24.

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OPTISONICS CORPORATION
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Vineland, N.J. 08360
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Santurce, Puerto Rico 00908
722-0753

SOUTH CAROLINA
Graham Photo Supply, Inc
100 W. Camperdown Way
Greenville, S.C. 29602
803-235-9611

SOUTH DAKOTA
Triangle School Service
1401 C Avenue
Sioux Falls, S. Dakota 57104
605-336-3777

Taylor A.V., Inc.
1009 Dakota So.
Huron, So. Dakota 57350
605-352-3205

TEXAS
Texas Educational Aids
4725 Main
Houston, Texas 77002
713-526-3687

T.E.A.D.
922 No. Industrial Blvd.
Dallas, Texas 75207
214-747-9343

Bauer Audio Video
2911 No. Haskell at Expressway
Dallas, Texas 75204
214-LA8-0588

Sensoria Motivation Sys.
3215 Orkney Road
El Paso, Texas 79925
915-591-3806

UTAH
Deseret Book Co.
44 E. S. Temple St.
Salt Lake City, Utah 84110
801-328-8191

-4-

VIRGINIA
W. A. Yoder
716 Cleveland St.
Richmond, Va. 2322
703-358-5403

WASHINGTON
Educational Systems
312 W. Republican Ave.
Seattle, Wash. 98119
206-283-3070

WEST VIRGINIA
Lovett & Co., Inc.
Box 1127
Clarksburg, W. Va. 26301
304-269-3170

WISCONSIN
Photo Art Visual Service
340 No. Plankinton
Milwaukee, Wisconsin 53203
414-271-2252

Community Camera
506 Main Street
La Crosse, Wisconsin 54601
08-782-1565

CANADA
Frazer Audiovision Ltd.
05 King Street, W.
Toronto, Ontario
16-368-1517

A.V.A. Ltd.
180 St. Antoine St.
Montreal, 102, P.Q.
14-861-8506

Audio Visual Dynamics Ltd.
035 Cote De Liesse
Montreal 377, Quebec
14-342-4450

OVERSEAS DEALERS

AUSTRALIA
Sales & Management Services
643 St. Kilda Road
Melbourne, Vic. 3004
Australia

GERMANY
Dira Werbung
7959 Bussmannshausen
Buhler Strasse 101, West Germany
073-53-782

ITALY
Audiomatic s.r.l.
Corso Porta Romana 121
20122 Milan
Italy

MEXICO
Profosa
Medellin #43
Desps. 404 y 405
Mexico 7, D.F.

THE NETHERLANDS
TSI Nederland
25 Nieuwe Prinsengracht
Amsterdam, Holland
20-60-61

CS-10 WIRELESS CUING SYSTEM

The CS-10 System is specifically designed for wireless cuing and voice communication with personnel on the studio floor of broadcast and TV stations such as directors, producers, lighting personnel, camera men, etc. The CS-10 System is also ideally suited for the cuing and prompting of performers or in any other application where reliable wireless contact with personnel in confined areas is required. The CS-10 System has also been very successful in sound reinforcement applications such as churches and hard of hearing uses in theaters.

The CS-10 Cuing Transmitter is a compact unit measuring 2" x 6½" x 8" and employs a whip antenna. The system may be powered from the 110 Volt line or from a 9 Volt battery and the Transmitter can be remotely energized. The system has input provisions for a 50 Ohm microphone. The Transmitter will easily cover areas up to 30,000 square feet including all studios, sports arenas such as Madison Square Garden, large hotel ballrooms, theater stages, etc. The equipment will in no way interfere with any other low level lines located in these areas.
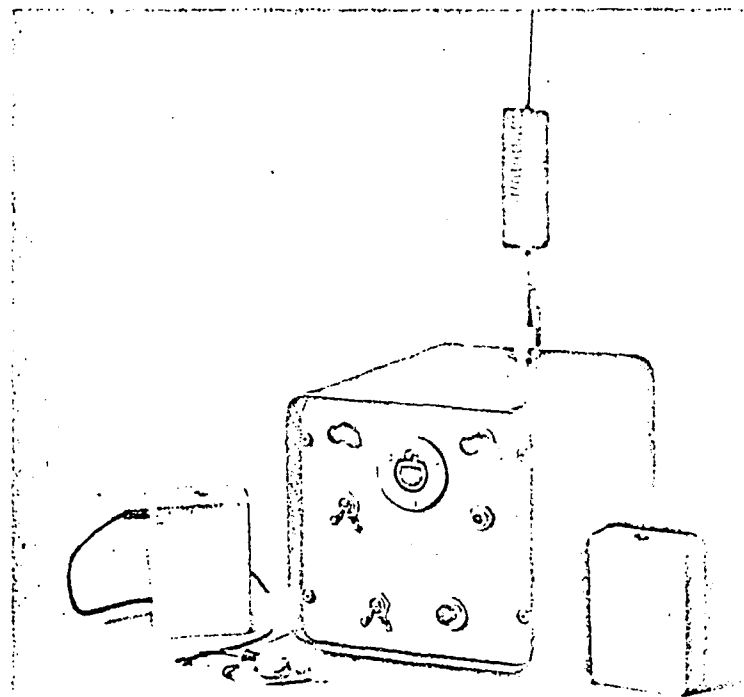
The CS-10 Wireless Cuing System employs the PM-10-C Cuing Receiver which comfortably fits into a coat or shirt pocket. The Receiver is completely transistorized and does not require any external antenna. The Receiver has a switch and volume control and has a 4 Ohm, 300 MW audio output which easily drives any type earphone or small speaker.

The CS-10 Wireless Cuing Transmitter with two Receivers.

Technical specifications for the CS-10 System are outlined below:

RHA - AUDIO COMMUNICATIONS, INC.
625 60TH. STREET
WEST NEW YORK, NEW JERSEY 07093

CS-10 TRANSMITTER SPECIFICATIONS

Transmitter Input Power:	100 Milliwatts
Transmitter Frequency:	27 MC
Circuit:	Completely transistorized, crystal controlled Oscillator.
Audio Input:	50 ohms, −55 DB for 100% Modulation
Antenna:	50 ohms (Base Loaded Whip Included)
FCC Requirements:	Meets all FCC regulations, no license required
Power Requirements:	110 V AC or 9 V DC
Size:	6½" high x 6½" wide x 8" deep
Weight:	3 pounds
Price:	$245.00

PM-10-C RECEIVER SPECIFICATIONS

Receiver Frequency:	27 MC
Circuit:	Completely transistorized, crystal controlled superheterodyne
Audio Output:	4 ohms, 300 Milliwatts into earphone
Power:	9 V Battery (TR146 Mercury or equivalent, or standard 2U6)
Size:	2¼" wide x 1" deep x 3⅜" high
Weight:	4½ ounces
Price:	$39.95

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PACKET III

TRANSPARENCIES AND SCRIPT: A STAFF TRAINING MODEL IN A

UNIVERSITY SETTING

PACKET III

A STAFF TRAINING MODEL IN A UNIVERSITY SETTING

Let us turn now to a discussion of the different systems
which must be included as part of the working model. A brief
description will be given of each of the systems deemed essential
to this model. In the short time available for this presentation,
it is quite likely that more questions will be raised that can be
answered here.

Functions System

The first transparency (Figure 1) shows the relationship of
the different functions of the Experimental Education Unit--pro-
fessional training, research and service--to our primary goal or
objective: Improvement of Instruction and Performance. Note that
the training, research and service functions are overlapping; our
efforts to improve the performance both of handicapped children and
of those who serve these children are reflected in professional
training and research programs in the various disciplines repre-
sented in the Child Development and Mental Retardation Center.
Undergraduate, graduate and post-doctoral training programs are
the primary responsibility of the departments and colleges within
the University. The Experimental Education Unit provides a labora-
tory and natural setting for a wide variety of practicum experiences
essential to these training programs. The work of the Unit also
extends into the community where cooperative programs are under-

taken with school districts and state agencies. In addition,
there is a close working relationship with many local and state
organizations working in the service of handicapped children.

The Multidisciplinary System

Figure 2 shows the Multidisciplinary System operating within
the Center; the disciplines represented are: behavioral sciences,
bio-engineering, child development, developmental biology, educa-
tion, genetics, home economics, medicine, nursing, social sciences,
social work and speech pathology and audiology. Each of the dis-
ciplines shown on the Figure is broad enough to encompass a number
of sub-specialties. The important point is that within the Center
there are opportunities and administrative channels which permit
representatives from these different disciplines to work together
to achieve the Center's goals: advancing and sharing knowledge
relevant to training, research, service, technology and dissemi-
nation of information.

Administrative System

Figure 3 shows the Administrative System or organization
within the University. The administrative staff of the Experi-
mental Education Unit is responsible both to the College of Edu-
cation and to the Child Development and Mental Retardation Center.
The Department of Education is organized into six Area Committees:
Curriculum and Instruction, Educational Administration, Education-
al Psychology, Higher Education, Social Foundations and Special

Education. Although the Unit works with representatives from all
of the areas, its closest working relationships are with the Special
Education Area Committee. Four staff members who serve on the
Special Education Area Committee are housed at the Experimental
Education Unit.

The Child Development and Mental Retardation Center comprises
four units: Behavioral Research, Clinical Training, Medical Re-
search and the Experimental Education Unit. Staff members of the
four units collaborate on many programs. Further, the units' re-
lationships to each other are administratively coordinated by the
Center's Director and by its Executive Committee. The administra-
tive system fosters the Center's goals such as improved communi-
cation, coordination and administration of all programs.

Within the Experimental Education Unit, the administrative
staff works closely with five instructional teams and with six re-
search teams. The administrative work of the Unit is also enhanced
by a number of advisory, consultant, professional training and
research committees.

Instructional System

The use of performance measurement and evaluation for improv-
ing classroom instruction is the strategy applied in programs at
the Unit. Essentially, this strategy involves the teachers' use of
functional, continuous performance measurement techniques with
children in classroom settings. On the basis of the information
that teachers obtain from these measurements, they make decisions

about optimal learning conditions for each child. These consider-
ations include:

-the arrangement of the learning environment--the classroom;

-the size of the instructional group;

-the instructional materials;

-the format for displaying instructional cues;

-the arrangement of instructional and practice materials;

-the confirmation of accuracy of responses and feedback to
the child;

-the events and conditions associated with correct and error
responses which can be used to strengthen the rate of
correct responses; and

-the educational technology and instructional media which can
be used to make the instructional process more effective
and efficient.

All of these elements can be arranged systematically to im-
prove instruction; the effects of improvement are shown on a record
of the child's performance. The process of systematically arrang-
ing, rearranging and refining instruction is basic to the program
at the Experimental Education Unit.

The Measurement Strategy

In providing services to handicapped children, the Experi-
mental Education Unit emphasizes continuous measurement of per-
formance as a means to improving instruction. Measures are used
to evaluate curricula and motivational techniques--particularly
behavior modification tactics--and to determine response deficits
and excesses of individual children. The continuous measurement

procedures., as employed at the Unit, provide feedback on the suc-
cess or limitations of virtually any dimension of the total pro-
gram.

This strategy is based on the assumption that an individual
child functions best in a program tailored to his own response
characteristics. The emphasis on measurement allows the clas -
room teacher, resource person, or administrator to determine the
effectiveness of a given set of environmental conditions on a
child or group of children. The feedback from this system permits
evaluation at any point in time, and not just at predetermined
testing periods.

There are four basic steps which must be implemented in any
child's instructional program. First, there is a careful pin-
pointing of the pupil's behaviors which interfere with learning.
Then there is a statement of the target or behavioral objectives
for reducing interfering behaviors or increasing those behaviors
which are desirable. The behaviors to be measured must: (1) in-
volve movement, (2) be capable of child control, and (3) be re-
peatable--that is, the movement must have a definable beginning
and ending. A unit of behavior which meets these criteria is
called a movement cycle. Examples of movement cycles are talk-
outs, out-of-seat behaviors, or writing letters, writing numbers
and saying words.

The second step the determination of the child's precise
lesson plan to i sure consistent and accurate arrangement of

teaching conditions. This method of planning allows for changing both instructional and motivational procedures. Having accurately specified the teaching plan, a teacher is later able to determine which components were functional for any individual pupil. The third step is the daily charting of pupil.performance to provide the teacher and the pupil with a visual display of the effectiveness of the teaching plan. The fourth step is the analysis of the performance to determine the effect of the various teaching plans. A fifth step may be recycling when necessary.

Continuous measurement procedures may take various forms, depending upon the kinds of behaviors studied. With most school-age children, performance is looked at in terms of rate and efficiency. By tracking the occurence of movement cycles over time, one can observe a number of dimensions. The following discussion will elaborate on these dimensions and their usefulness for educational planning.

Briefly, speed, or rate, of performance is an important behavioral measurement. This is not to imply that the rate of all behaviors should increase. It will be desirable to accelerate the speed, or rate, of some behaviors such as appropriate attending and responding. It will be desirable to decrease the rate of other behaviors and to maintain the rate of still others at their current level. To determine rate of performance is relatively simple. One merely counts the number of times a given event occurs

and notes the length of his counting time. He then divides the
count by the time to find rate. It is useful to use a common unit
of time so that data from different sources will be comparable.
Movements-per-minute has proved to be a convenient unit, and its
use is fairly widespread. For example, reading teachers have long
used words-per-minute as a measure of reading ability.

Another dimension of rate--accuracy--is generally expressed
as percent correct. It is an expression of the relationship be-
tween right and wrong answers, and does not reflect the pupil's
speed of work. However, there is a way to retain the benefits of
both the quantity (speed) and quality (accuracy) statements. After
considering the relationship between correct performance rate and
error performance rate, one can make a statement about quality.
In addition to speed and accuracy, measurement of rate provides
a determination of pupil improvement over time.

Another measurement procedure used primarily for preschool
social activities employs a General Response Code developed at
the University of Washington. This is a system of continuous
sampling: a recorder observes a child for 10 seconds and records
his observations for 5 seconds on a specially designed form which
allows him to collect information on a child's verbal responses,
interaction with peers, type of play, span of attention, and
amount of teacher attention. Symbols may be altered or added to
accommodate individual children's specific behaviors.

After several days of recording and plotting the observed
behavior, teachers may analyze the data in order to determine how

to change environmental events (antecedent and consequent stimuli) to alter the child's behavior to the desired response pattern. Because of continual recording and accurate record-keeping on many aspects of the environment, the teacher has a wealth of information available for developing instructional plans for the group as well as for individuals. For example, trends in the data can be analyzed in terms of reinforcement schedules, items in the reinforcement "menu", and the selection of instructional and/or play materials.

Instructional Programs

The principles of applied behavior analysis serve as a basis for the procedures used in the intensive investigation of instructional programs. Direct and continuous measurement of the child's performance gives immediate information on the effects of antecedent arrangements (instructional programs) and consequences (reinforcement). Such data have value in (1) developing and refining original programs, (2) adapting existing experimental programs, and (3) adapting existing commercial programs. These benefits are apparent in current curricular research and instructional program development at the Unit.

To summarize, Figure 4 shows the essential components of the Instructional System designed to improve pupil instruction and performance. The teacher must pinpoint pupil behaviors which interfere with learning; state the pupil's behavioral objectives in measurable terms; develop a teaching plan; chart pupil performance; and analyze the data. All teaching decisions are made

on the basis of the analysis of data. A fifth step is recycling
where necessary.

The Staff Training System

The Experimental Education Unit operates staff training pro-
grams in its own facility and in field settings. The selection
of staff to serve in the Unit, or as coordinators or supervisors of
field programs, is based on the performance record of the applicant.
The policy is to promote "within house"; thus, an opening for an
assistant teacher or a head teacher would ordinarily be filled by
a person who had served as a teaching intern or as a teacher in the
Unit. In order to qualify for a teaching intern assignment, the
applicant must have completed a bachelor's degree and must be admis-
sible both to the Graduate School and to an advanced degree program
in Special Education. Some applicants may have had practicum ex-
periences at the Unit or may have served as volunteers in the pro-
gram and thus, are acquainted with it. The performance records
of these individuals are reviewed; instructional team coordinators
review other information and make recommendations to the admini-
strative staff about selection and assignment of applicants. The
prospective staff member should know the goals and functions of
the Unit and should determine whether these are compatible with his
personal objectives. The individual must be able to work with the
other members of the instructional team and to focus on the im-
provement of instruction and performance of children. Teaching in

a demonstration setting is like performing before an audience.
There may, in fact, be an audience in the observation booths; or
there may be television or motion picture cameras--used frequently
in the classrooms to record information about behaviors, proced-
ures or teaching techniques for use in training and research pro-
grams.

The extent to which the Unit staff participates in the selec-
tion and assignment of staff in field programs varies, depending
upon a number of factors such as the source of fundnng for the
program, the time at which the cooperative program is begun, and
the type of program in which training takes place. For example,
some training programs are designed to serve para-professionals
rather than professionals. Thus, a functional training system
(See Figure 5) must take into account the nature and the extent of
the trainee's initial preparation, his knowledge of the instruc ica-
al system described earlier, whether he is a student in a university
program or a teacher or para-professional in service, and his work
assignment. The trainers move as quickly as possible toward help-
ing the trainee become proficient in understanding and applying
the principles involved in the several components of the instruction-
al system and in the use of natural reinforcers in the classroom
setting. A dynamic training program is heavily dependent upon feed-
back from those in the training program and from the response rec-
ords of the children being served. Such feedback is essential
for improving instruction and performance of both pupils and train-
ees. It is also essential in research designed to improve initial

training programs in colleges, universities and in district in-
service programs

The go of the training system is to prepare well-trained
professionals and para-professionals--to improve their instruction
and performance. This objective may require as much individuali-
zation of instruction as is required for improving the performance
of children. If the trainee is not successful, we must examine
the program; if the pupil is not making progress, we must examine
his program and our procedures.

Evaluation System

Evaluation is fundamental to the concept of accountability.
Exemplary preschool centers have a responsibility to develop and
provide programs which will effectively maximize the potential
of children with a variety of handicapping conditions. They must
also provide effective training programs for personnel serving
handicapped children. The evaluation of a project such as the
Model Preschool Program or the evaluation of the effects of the
program in terms of pupil progress require some careful planning.
Both internal and external evaluation can be of great assistance
in the improvement of instruction and performance.

In the Experimental Education Unit Model Preschool Center,
internal evaluation is integral to the program. (See Figure 6a)
The basic steps in the evaluation system for measuring the effect-
iveness of the project are:

1. Formulate measurable objectives

2. Specify data requirements to measure objectives

3. Collect interim data

4. Conduct interim evaluation

5. Modify objectives, data requirements or data collection procedures where necessary

6. Repeat interim procedures

7. Conduct final evaluation

The basic steps (See Figure 6b) necessary to evaluate individual improvement of performance are:

1. Gather baseline data

2. Set long-range objectives

3. Set intermediate objectives

4. Determine data requirements

5. Conduct interim evaluation

6. Modify procedures where necessary

7. Recycle where necessary

8. Evaluate long-range objectives for individual pupil or teacher

9. Summarize effective instruction techniques

10. Document improvement of performance

The goals to be attained through the evaluation system are the improvement of instruction, performance and service.

The Staff Training Model

If deliberate, systematic and consistent procedures for development, implementation, evaluation and refinement of programs

are the goals of a project, a systems approach may be helpful in
formulating a model appropriate to the setting in which the pro-
ject is conducted.

The staff training model at the Experimental Education Unit
reflects the following systems described in this presentation:
the functions system, the multidisciplinary system, the admini-
strative system, the instructional system, the training system
and the evaluation system.

The staff training model, show: in Figure 7, is an attempt
to show how the goals of the project may be derived simultaneously
through both nomothethic and idiographic dimensions.

Society or the social system establishes institutions of
higher learning which include schools, colleges, departments and
centers such as the Child Development and Mental Retardation Cen-
ter and the Model Preschool Center for Handicapped Children. The
functions system, the multidisciplinary system and the administra-
tive system determine, in large measure, the overall objectives
and instructional programs to be pursued.

Within the University, different groups such as _he faculty
of the College of Education or the staff of the Experimental Edu-
cation Unit perform specific role functions in the attainment of
overall expectations and these roles determine their performance
behaviors.

The idiographic dimension of the model is shown at the bottom
of Figure 7. The individual trainee comes from the social system

which has no doubt influenced him as much as it has influenced
the institution he will enter. Within the Experimental Education
Unit, the individual trainee will be assigned to a particular team
or teams necessary to administer and carry forward the objectives
of the total program. The total program reflects the instruction-
al system of the service program and the functional training sys-
tem for the preparation of professional and para-professional per-
sonnel. The service program and the instructional procedures em-
ployed are essential to the professional training and research
programs. The performance behaviors of all those responsible for
the successful functioning of the several systems are evaluated
in terms of output consistent with behavioral objectives. Some
variations in the evaluation system are necessary depending upon
whether the evaluation applies to an individual pupil or trainee,
to a particular group, or to a program or project.

Any staff training model must, of necessity, operate within
some type of framework. Figure 8 shows the framework in which
the Experimental Education Unit model functions. One of the prin-
cipal reasons for establishing the Child Development and Mental
Retardation Center was to provide a facility in which representa-
tives from different disciplines could work together in the train-
ing of personnel to work with handicapped children. Planning and
establishing the Center and implementing programs within a complex
multidisciplinary setting requires much time and the talents and
efforts of many people. Many individuals and groups on local,

state and national levels must cooperate and coordinate their ef-
forts to initiate, maintain and improve training programs. With-
out the assistance of legislators, advisory and executive commit-
tees, local organizations, state organizations, national organi-
zations and professional consultants, the Center might have been
nothing more than an "impossible dream." But along with other
private individuals and groups in the community and in state and
federal agencies, all these groups and organizations provided in-
valuable support in the establishment of the Center. Appropriately
supporting the lower part of the frame for the Staff Training Model
are those involved in the University, Center and Experimental Edu-
cation Unit administration, the dedicated staff, the pupils and
their parents and the cooperating schools. Good working relation-
ships must be established both within the program and with all
those representing community agencies and resources which have
some relationship to the project.

EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER
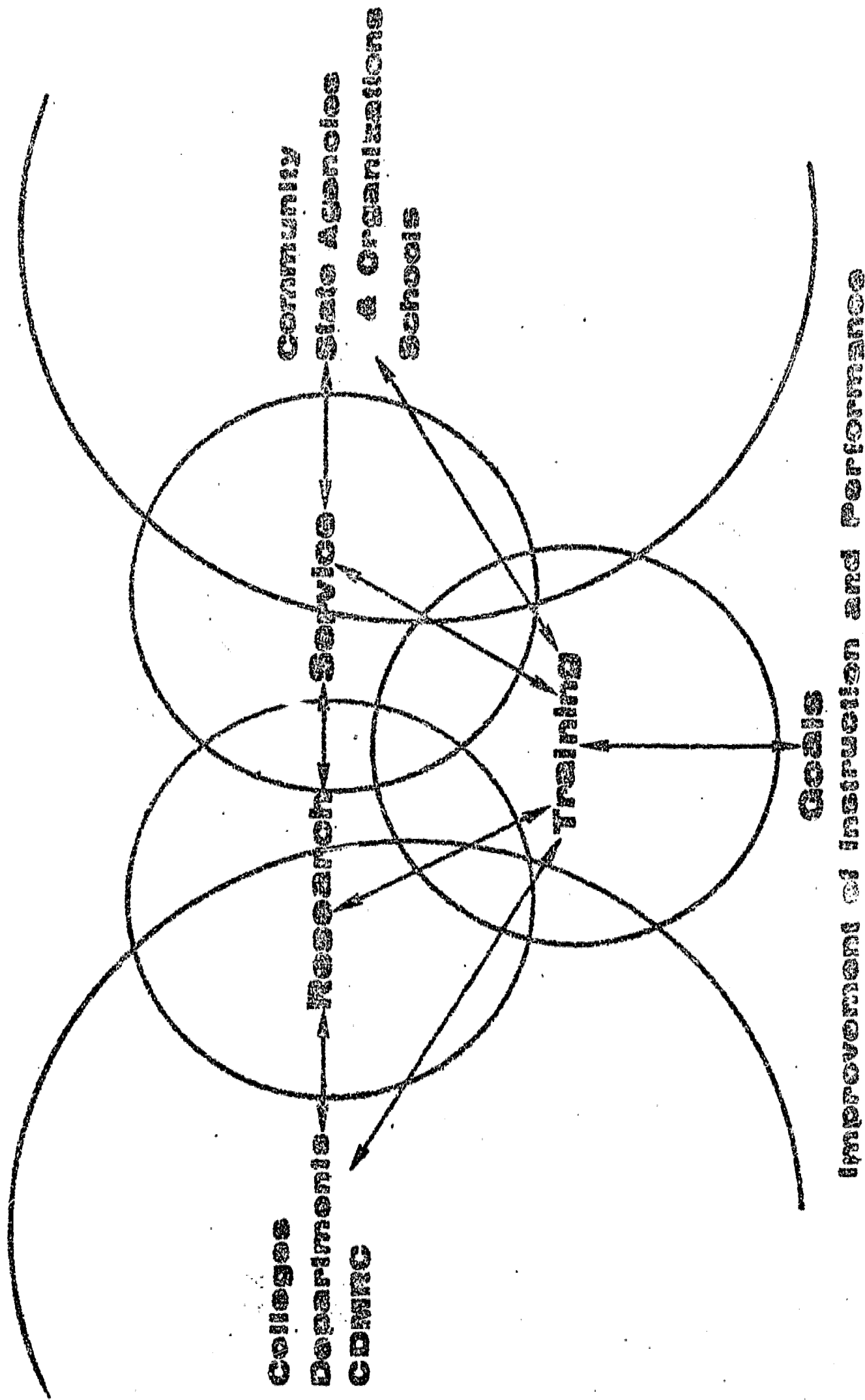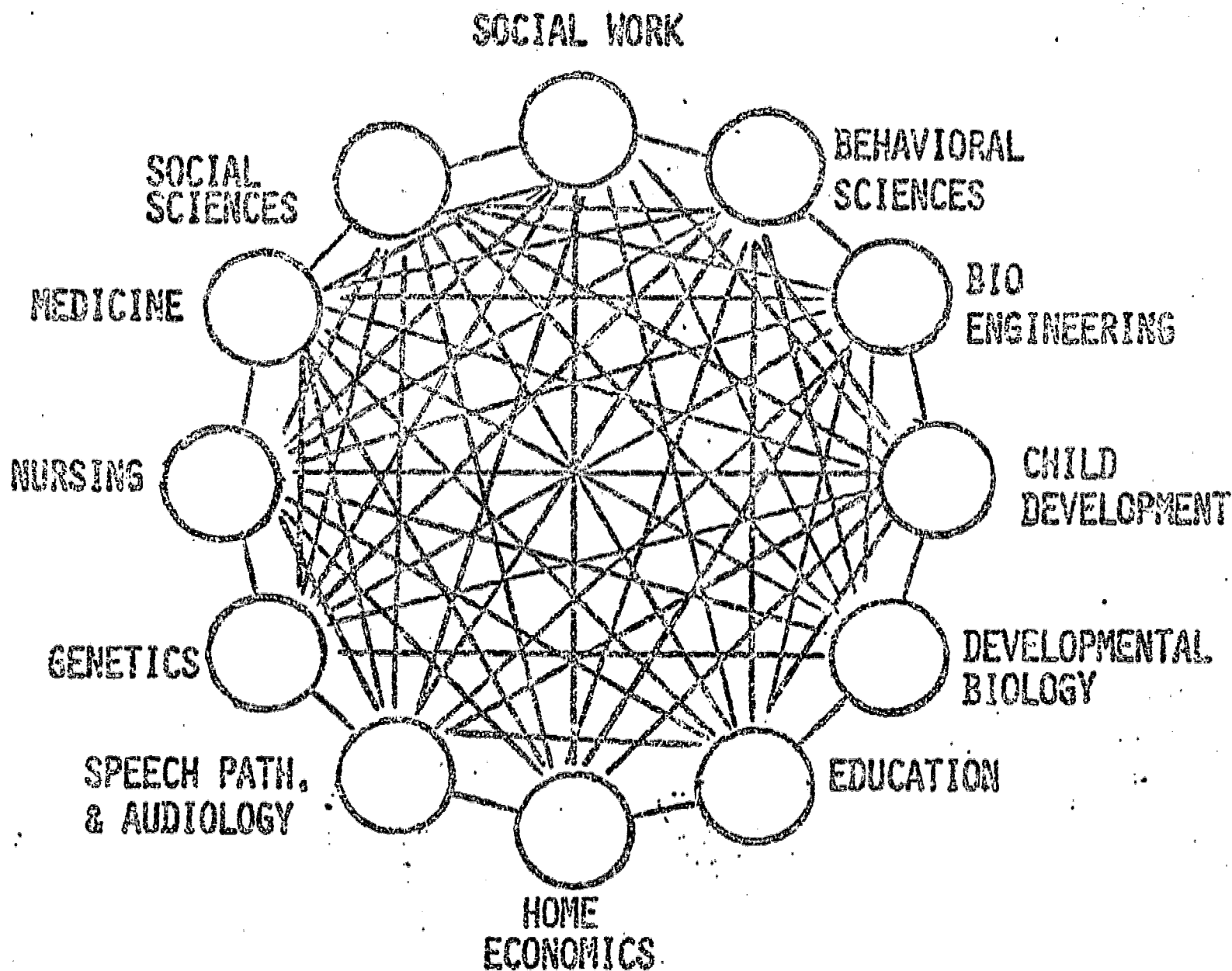
UNIVERSITY OF WASHINGTON

FUNCTIONS SYSTEM

FIGURE 1

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT & MENTAL RETARDATION CENTER
UNIVERSITY OF WASHINGTON

MULTIDISCIPLINARY
SYSTEM

SOCIAL WORK

SOCIAL
SCIENCES

BEHAVIORAL
SCIENCES

MEDICINE

BIO
ENGINEERING

NURSING

CHILD
DEVELOPMENT

GENETICS

DEVELOPMENTAL
BIOLOGY

SPEECH PATH.
& AUDIOLOGY

EDUCATION

HOME
ECONOMICS

GOALS
ADDING AND SHARING KNOWLEDGE RELEVANT TO:

TRAINING

FIGURE 2

RESEARCH

SERVICE

TECHNOLOGY

DISSEMINATION

EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

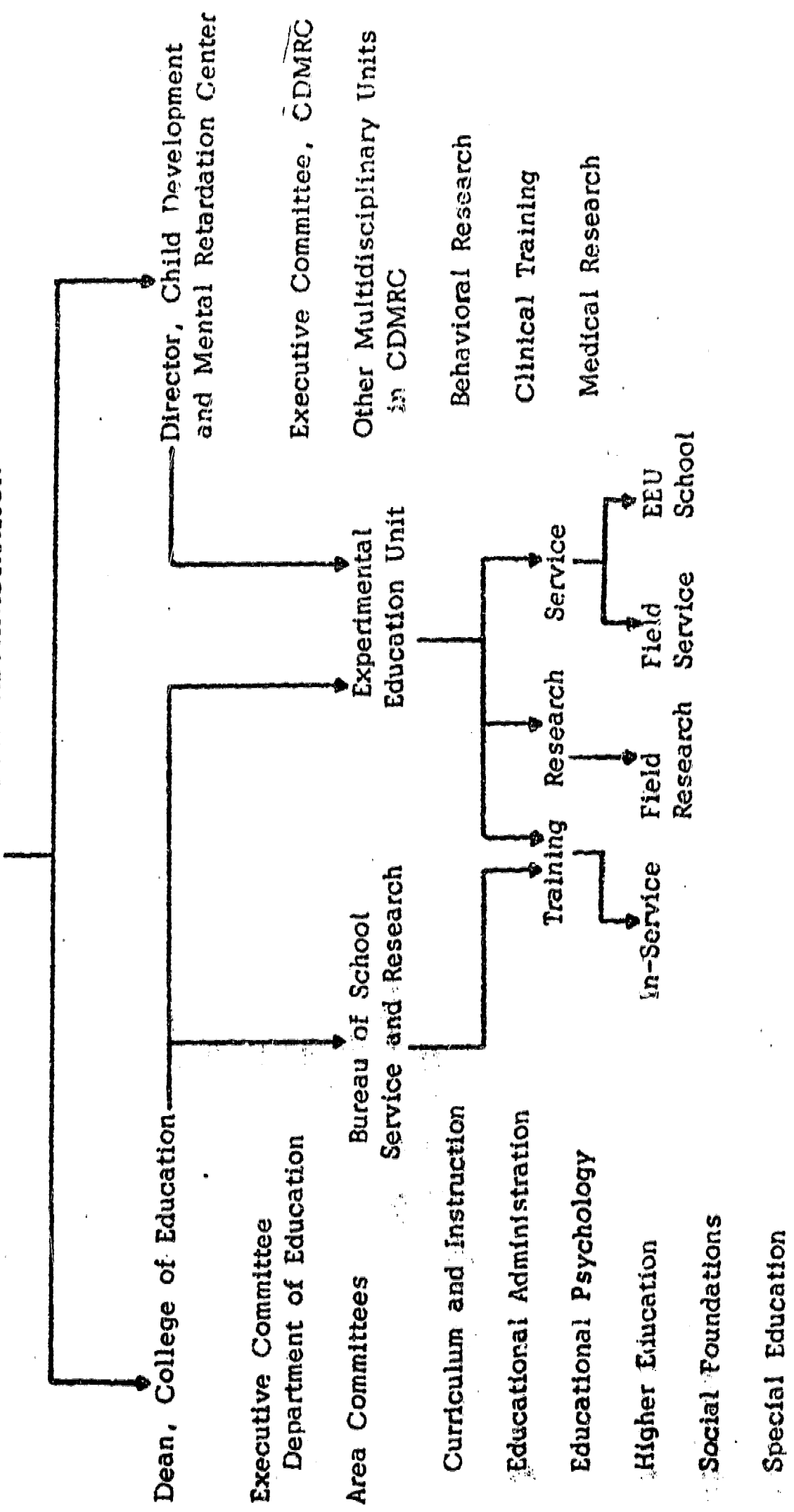## ADMINISTRATIVE SYSTEM

UNIVERSITY OF WASHINGTON ADMINISTRATION

Director, Child Development and Mental Retardation Center

Executive Committee, CDMRC

Other Multidisciplinary Units in CDMRC

Behavioral Research

Clinical Training

Medical Research

Dean, College of Education

Executive Committee
Department of Education

Area Committees

Curriculum and Instruction

Educational Administration

Educational Psychology

Higher Education

Social Foundations

Special Education

Bureau of School
Service and Research

Experimental
Education Unit

Training Research Service

In-Service Field Research Service

Field Research Service

Field Service

EEU School

GOALS

Improvement of Communications, Coordination, and Administration of All Programs

FIGURE 3

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EXPERIMENTAL EDUCATION UNIT

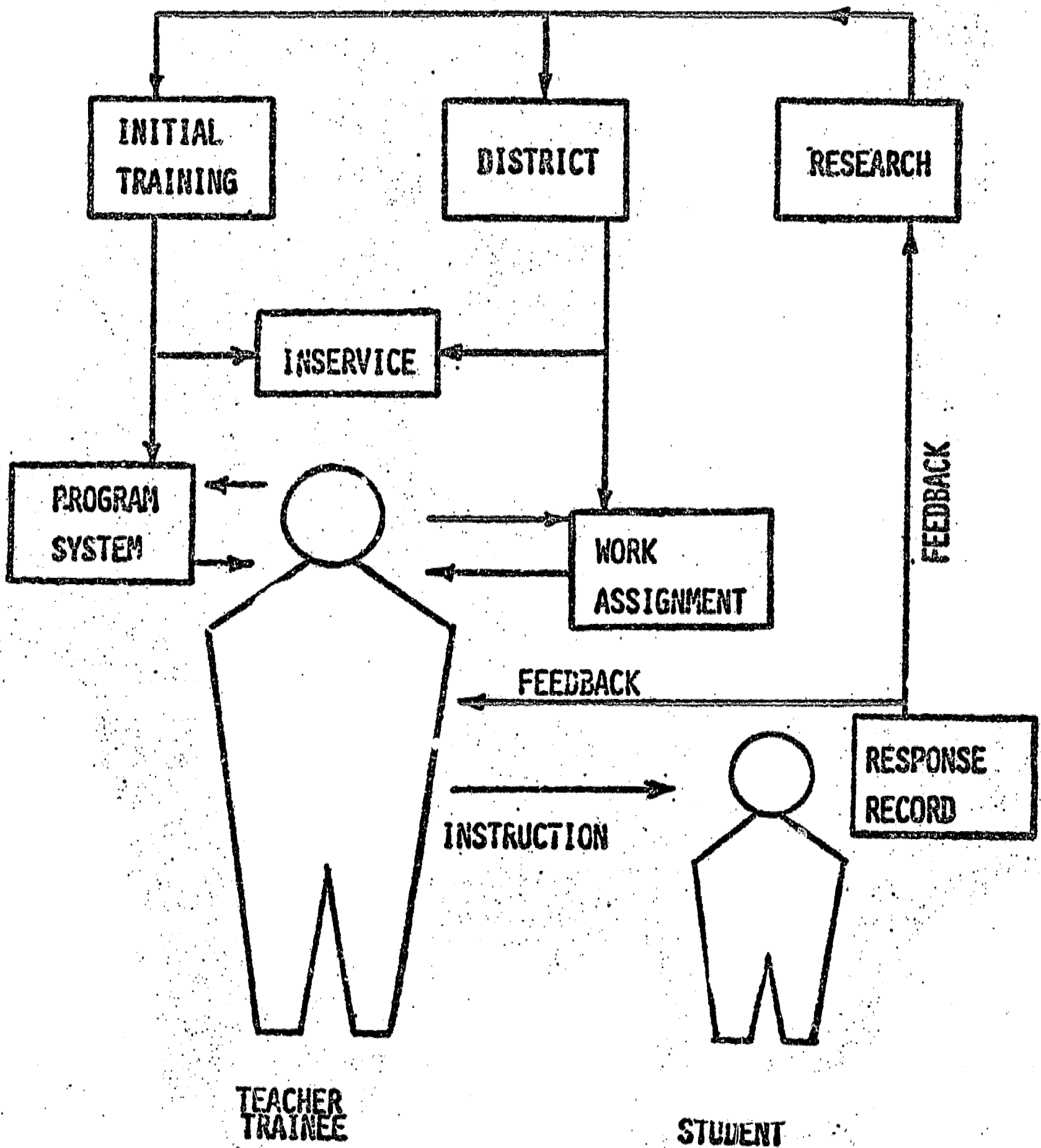## CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

UNIVERSITY OF WASHINGTON

INSTRUCTIONAL SYSTEM

PINPOINT ──→ STATE BEHAVIOR- ──→ DEVELOP TEACH- ──→ CHART PUPIL ──→ ANALYZE ──→ RECYCLE WHERE
BEHAVIORS   AL OBJECTIVES   ING PLAN   PERFORMANCE   DATA   NECESSARY

GOALS

IMPROVEMENT OF INSTRUCTION AND PERFORMANCE

FIGURE 4

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER
UNIVERSITY OF WASHINGTON

FUNCTIONAL TRAINING SYSTEM

FIGURE 5

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EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

UNIVERSITY OF WASHINGTON

PROJECT EVALUATION SYSTEM

1. FORMULATE MEASURABLE OBJECTIVES
2. SPECIFY DATA REQUIREMENTS TO MEASURE OBJECTIVES
3. COLLECT INTERIM DATA
4. CONDUCT INTERIM EVALUATION
5. MODIFY OBJECTIVES, DATA REQUIREMENTS OR DATA COLLECTION PROCEDURES WHERE NECESSARY
6. RECYCLE WHERE NECESSARY
7. CONDUCT FINAL EVALUATION

GOALS

IMPROVEMENT OF INSTRUCTION, PERFORMANCE, AND SERVICE.

FIGURE 6A

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EXPERIMENTAL EDUCATION UNIT

CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER

UNIVERSITY OF WASHINGTON

PERFORMANCE EVALUATION SYSTEM

1. GATHER BASELINE DATA
2. SET LONG-RANGE OBJECTIVES
3. SET INTERMEDIATE OBJECTIVES
4. DETERMINE DATA REQUIREMENTS
5. CONDUCT INTERIM EVALUATION
6. MODIFY PROCEDURES WHERE NECESSARY
7. RECYCLE WHERE NECESSARY
8. EVALUATE LONG-RANGE OBJECTIVES FOR PUPIL OR TRAINEE
9. SUMARIZE EFFECTIVE INSTRUCTIONAL TECHNIQUES
10. SUMARIZE MODIFICATION OF PERFORMANCE

GOALS

IMPROVEMENT OF INSTRUCTION, PERFORMANCE, AND SERVICE

FIGURE 6B

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER
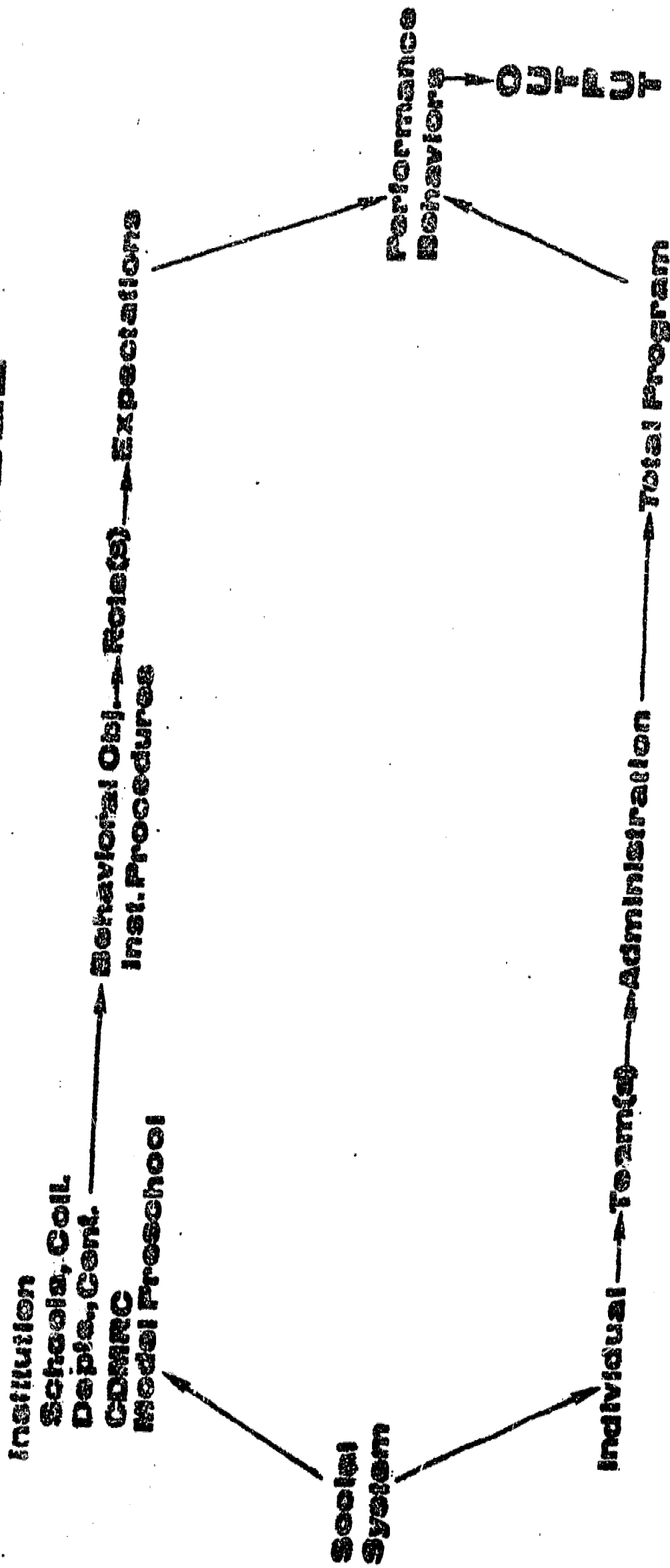## UNIVERSITY OF WASHINGTON

STAFF TRAINING MODEL

Institution
Schools, Coll.
Depts., Cent.
CDMRC
Model Preschool

Behavioral Obj. → Role(s) → Expectations
Inst. Procedures

Social System

Individual → Team(s) → Administration → Total Program

Performance Behaviors → OUTPUT

Instruction
Research
Service

FIGURE 7

EXPERIMENTAL EDUCATION UNIT
CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER
UNIVERSITY OF WASHINGTON

FRAMEWORK IN WHICH STAFF TRAINING MODEL OPERATES

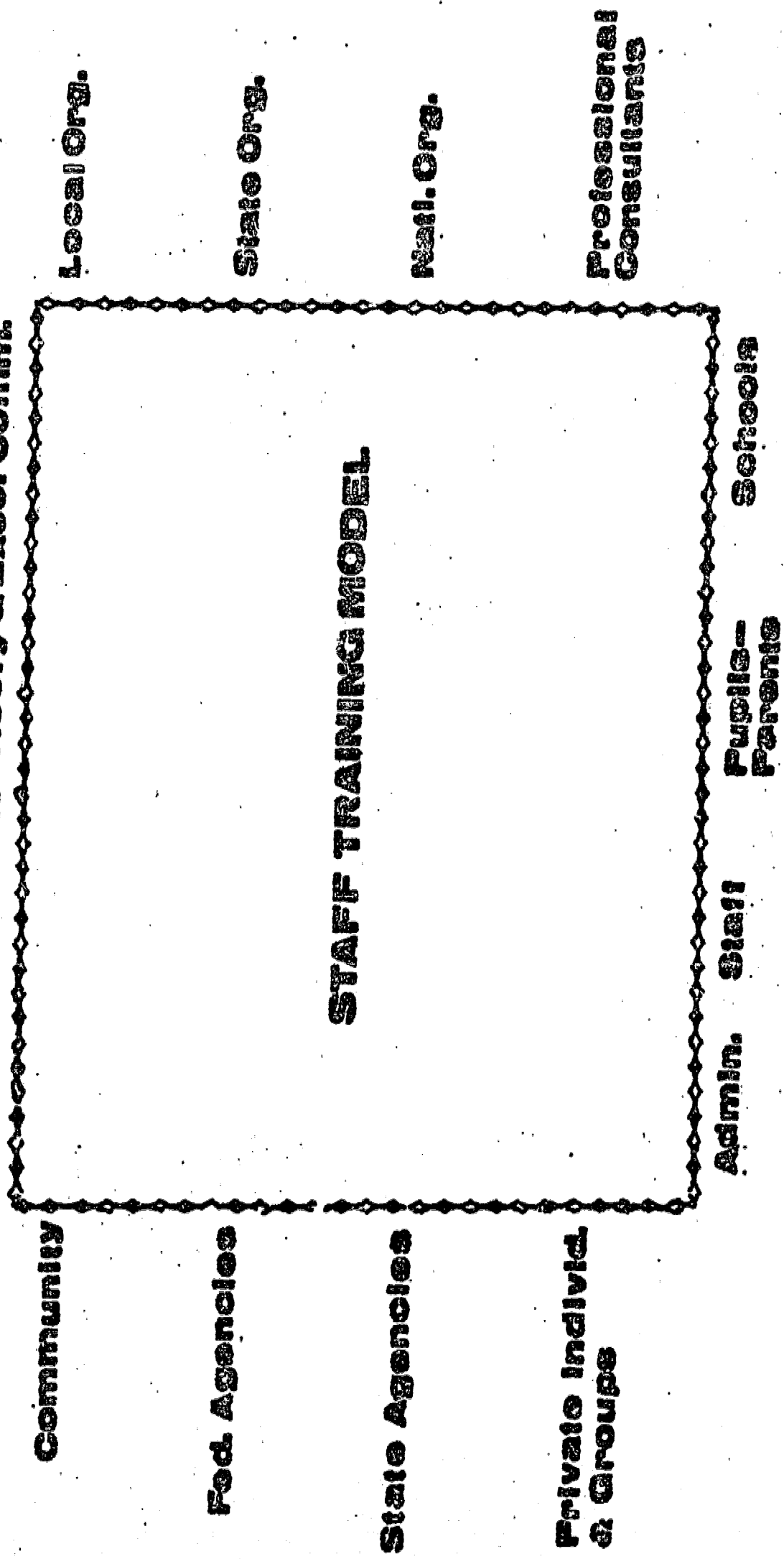Legislators   Advisory & Exec. Comm.

Community

Fed. Agencies

State Agencies

Private Individ. & Groups

Local Org.

State Org.

Nat. Org.

Professional Consultants

STAFF TRAINING MODEL

Admin.   Staff   Pupils-Parents   Schools

FIGURE 8